

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Nelson, Torrey District: Portland SD 1J Annual IEP Meeting Date: 02/19/15

M F Home School: Franklin H.S. Revision date(s) to annual IEP (if needed): 04/09/15

Date of Birth (mm/dd/yy): 06/20/2000 Attending School/District: Franklin H.S. Reevaluation Due: 03/03/17

Grade: 09 Case Manager: Michael Mahurin

Secure Student Identifier (SSID): 9302581 Disability Code: 50(p)

* IEP Meeting Participants:		
Chekchekia Lee, Mother (By phone)	Torrey Nelson Did not attend	
Parent(s):	Student:	Other:
Mike Mahurin	Nick McCarthy	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
Mike Mahurin	Mike Mahurin	
District Representative	Individual Interpreting Evaluations:	Other:

* If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.

The parent has received a copy of the Notice of Procedural Safeguards.

The IEP team must consider these factors as part of IEP development:

A. Does the student need assistive technology devices or services?

Yes, services/devices addressed in IEP No

B. Does the student have communication needs?

Yes, addressed in IEP No

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes No

(if yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes No

(If yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes No

(if yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate)

F. Is the student deaf or hard of hearing?

Yes No

(if yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum; and,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Strengths of the Student - Torrey cares about his education and is motivated to get good grades. He advocates for himself when he needs help. Torrey is popular with his peers and loves various kinds of athletics.

Parental Concerns- Mother is concerned with Torrey's reading skills.

PRESENT LEVEL OF ACADEMIC PERFORMANCE:

OAKS

Reading- 205 (232 meets 8th grade benchmark)

Mathematics- 234 (234 meets)

Science- 224 (235 meets)

First Semester Grades 2014-15

1 US History 1	C (2.8)
2 AVID 9	C (2.5)
3 Academic Support 9	C (2.6)
4 Conceptual Physics 1	F (2.0)
5 English 1	C (2.6)
6 Beginning Art 1	A (92.7)
7 Physical Education	C (72)
8 Algebra 1	F (2.0)

PRESENT LEVEL OF DEVELOPMENTAL AND FUNCTIONAL PERFORMANCE:

Torrey has had 22 unexcused absences and 161 unexcused tardies since the beginning of the school year. Torrey has demonstrated challenges in getting to class on time particularly after lunch.

Torrey's teachers express that Torrey is a hard worker in class and is an active participant in class projects and discussions when he is engaged in the topic. Torrey can need redirection from side talking with his peers and remembering to complete and turn in his work on time. With frequent checks for understanding and reminders to use text marking strategies, such as underlining key words and ideas and summarizing reading passages, he demonstrates reading comprehension of grade level texts. In math and science class, it appears that Torrey didn't pass the final assessments with a 2.5 or better so he did not pass those classes. His teachers reiterate that when Torrey puts his mind to it, he is very capable and successful in the classroom.

COMMUNICATION:

As reported previously: A speech and language evaluation was completed - March 2014. Results of this evaluation indicate that Torrey's communication skills in the areas of voice and articulation skills appeared within the normal range of development. Torrey's speech can be described as mildly dysfluent with sound syllable repetitions (e.g. "the chair is fall...falling") and some noticeable pauses related to his word finding issues (e.g. "um....marble"). Torrey's language skills were evaluated and he demonstrated skills within the average range regarding his language use-social language skills and his language form- syntax/grammar. Torrey presents with significant deficits in the area of language content- semantics/vocabulary skills when compared to same age peers. Torrey displayed the most difficulty related to recalling and repeating sentences of increasing complexity and demonstrating an understanding of receptive word classes.

Torrey will continue to benefit from SLP support as a related service to help him be successful in high school.

HOW TORREY'S DISABILITY AFFECTS INVOLVEMENT IN THE GENERAL EDUCATION CURRICULUM: Torrey needs additional time to build skills and the needs time to practice skills taught. Torrey is a VISUAL, AUDITORY and TACTILE-KINESTHETIC LEARNER which allows him to be successful when those persons who work him discover his strength and style of learning which he can best benefit from..

Transition:

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills:

Torrey stated he would like to go to college after high school and play basket ball or football and earn a degree.

Torrey will explore various colleges and universities to investigate sports programs, scholarship opportunities and degrees of interest.

Within six months of graduation, Torrey will enroll in a college or university.

Course of study (designed to assist the student in reaching the post-secondary goals):

General education courses with special education academic support.

Agency Participation:

If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

None

Graduation:

Anticipated graduation date: 06/13/18

with regular diploma

with alternate document (describe) _____

Transfer of Rights:

The student has been informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority. _____ yes

Date student was informed _____

Student: Nelson, Torrey (9302581)

Date: 02/19/15

Rev Date: 04/09/15

District: Portland SD 1J

Statewide Assessment

Will the student participate in any Statewide Assessment during this IEP period?

No, Statewide Assessment not conducted at student's grade level (at time of testing)

Yes (student's grade level at time of testing 9th 10th). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	<u>* Explanation</u> <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test in Small Group Test in Chunks Breaks Directions can be read aloud Extra Time
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test In Small Group Test in Chunks Breaks Test can be read aloud Extra Time
Writing: 4,7 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test in Small Group Test in Chunks Breaks Test can be read aloud Extra Time Access to graphic organizers
Science: 5, 8 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test In Small Group Test in Chunks Breaks Test can be read Extra Time

Districtwide Assessment

Will the student participate in any Districtwide assessment during this IEP period?

 No, Districtwide Assessment not conducted at student's grade level (at time of testing) Yes (student's grade level at time of testing 9th 10th). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Assessment: PSAT, ACT, SAT Grades administered: 10, 11, 12th <input checked="" type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		Test In Small Group Test in Chunks Breaks Test can be read aloud Extra Time
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		

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Measurable annual goals page:

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures		

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Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures		

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

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Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
WRITING: Torrey will write informative/explanatory texts to convey ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content in 4 out of 5 given opportunities as measured by the state scoring guide, formative and summative assessments, teacher probes, etc.	Criteria 4 out of 5 given opportunities	Evaluation Procedures State scoring guide, formative and summative assessments, teacher probes, etc.	Student's Progress Toward Goal 6/15 Torrey is able to write multi paragraph essays that score 2/3 in all areas of the writing process	
Measurable Short-Term Objectives Torrey will: <ol style="list-style-type: none"> 1. Introduce a topic; organize ideas and information to make important connections and distinctions on a topic. 2. Develop the topic with relevant, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 3. Use appropriate spelling grammar and punctuation. 				

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Measurable Annual Goal: READING COMPREHENSION:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	Student's Progress Toward Goal	
Torrey will read and comprehend literary nonfiction, literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding in 4 out of 5 given opportunities as measured by state scoring guides, formal and informal reading work samples etc.	4 out of 5 given opportunities	State scoring guides, formal and informal reading work samples etc.	6/15 Torrey is able to read and comprehend grade level material with 75% accuracy	
Measurable Short-Term Objectives				
Torrey will:				
1. Cite textual evidence to support analysis of what the text says, as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details; provide an summary of the text.				

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

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Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
MATH: Torrey will create equations and inequalities with variables and use them to solve problems. Include linear and quadratic functions, and simple rational and exponential functions in 4 out of 5 opportunities as measured by teacher records, formative and summative assessments, etc.	Criteria 4 out of 5 given opportunities	Evaluation Procedures Teacher records, formative and summative assessments, etc.	Student's Progress Toward Goal 6/15 Torrey is able to select and apply mathematical operations with 50% accuracy.	
Measurable Short-Term Objectives Torrey will: 1. Solve equations and inequalities in one variable. 2. Solve systems of equations. 3. Represent and solve equations and inequalities graphically.				

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

- instruction and/or related services
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- acquisition of daily living skills, if appropriate

Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
SCHOOL SKILLS: Torrey will display productive school behavior on a daily basis in 4 out of 5 given opportunities as measured by teacher observation, data collection and anecdotal records, etc.	Criteria 4 out of 5 given opportunities	Evaluation Procedures Teacher observation, data collection and anecdotal records, etc.	Student's Progress Toward Goal 6/15 Currently Torrey is following school rules but continues to miss many classes and not completing many assignments	
Measurable Short-Term Objectives Torrey will: 1. Arrive at class with all materials required for daily assignments. e.g. paper, pen, pencil, text, homework, etc. 2. Identify and follow school/building rules. 3. Arrive at school/class on time.				

Service Summary (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction			Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Reading	45min. a week		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Writing	45 min. a week		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Math	45 min. a week		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
School Skills	30 min per month		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Related Services			Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
20 - Speech/Language Therapy	60 min. a month		Gen. Ed./Sped	03/04/14	03/03/15	LEA	
Supplementary Aids/Services; Modifications; Accommodations			Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Extended time for testing/Diff. Test. Options and homework	State Testing/ Classroom Testing		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Graphic Organizers and Visual Aides	100% Presentation of Lesson		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Use of a Calculator	Science/math classes		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Frequent Check-Ins for Understanding	Every class period		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Pre-teach challenging vocabulary	Core classes		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Access to class notes	Core classes		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Shortened/chunked assignments	Core classes		Gen. Ed./Sped	02/19/15	02/17/16	LEA	
Option to retake non passed tests	All non passed tests		Gen ED/SPED	04/09/15	02/18/16	LEA	
Supports for School Personnel			Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Speech Language Consult	60 min. a quarter		Gen. Ed. or Sped Room	02/19/15	02/17/16	LEA	
Nonparticipation Justification							
Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular, or nonacademic activities for the provision of special education services, related services, or supplementary aids and services?						Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, document the amount/ extent of the removal:						Less than 20% of school day.	
If yes, provide explanation justifying the removal:						Torrey has special education academic support class one period every other school day.	
Extended School Year (ESY) Services							
ESY services will be provided for this student:							
<input type="checkbox"/> Yes ESY services to be provided are described on Services Summary Page <input checked="" type="checkbox"/> No <input type="checkbox"/> To be considered: Will meet to consider ESY by _____ (date)							